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ABSTRACT

The purpose of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms. It focuses on the teacher's individual needs and specified competencies to be attained. The sequence is divided into 12 modules (see SP 008 975-987), each of which include a preassessment test, a postassessment test, and learning tasks. Competency is assessed through successful completion of the learning activities and postassessments of each module. (This document is a description of the entire modular sequence and contains a bibliography.) (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE: PUERTO RICAN PUPILS IN MAINLAND SCHOOLS

INSTRUCTOR'S GUIDE

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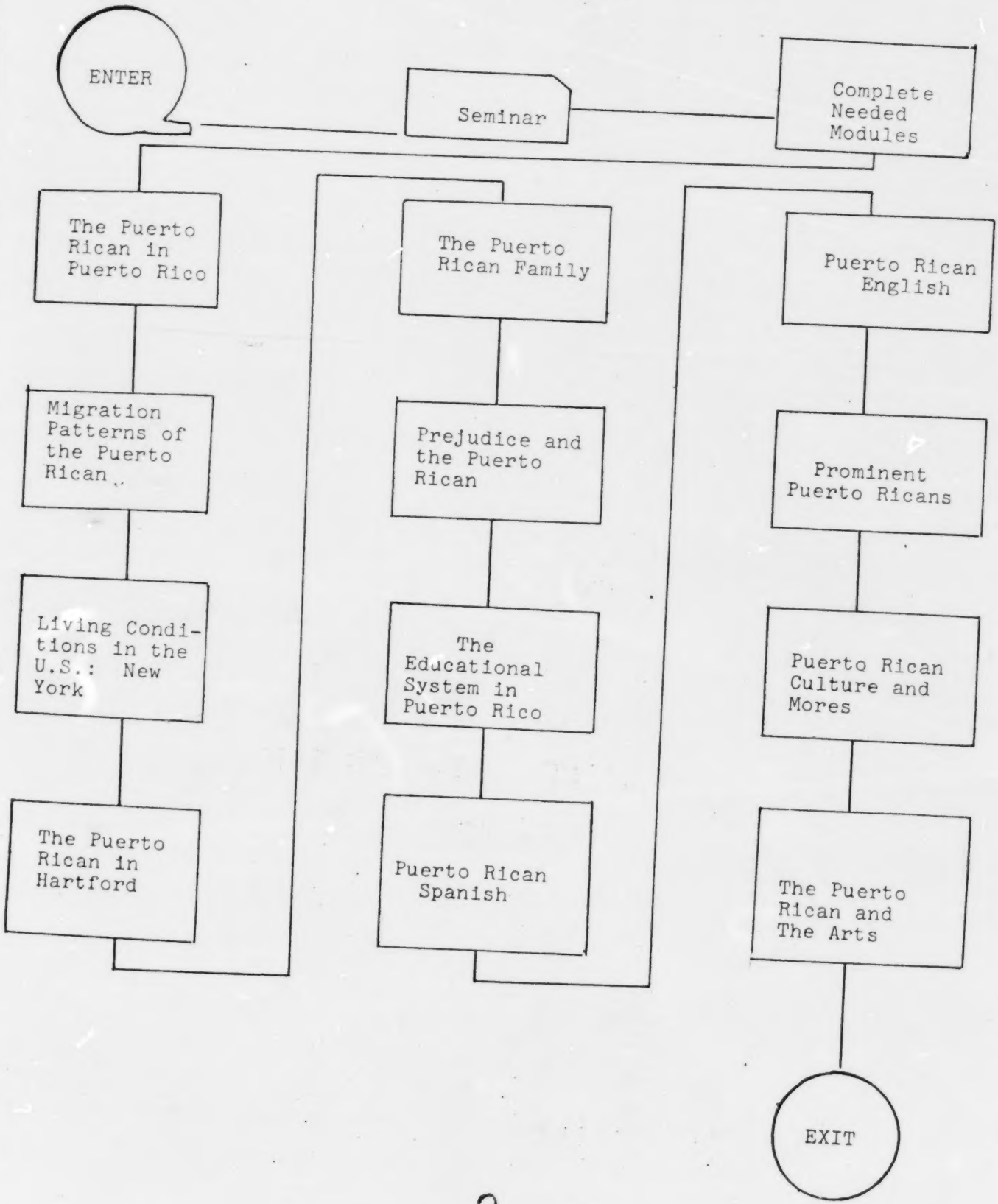
ENTER
Seminar
Complete Needed Modules
The Puerto Rican in Puerto Rico
Migration Patterns of the Puerto Rican
Living Conditions in the U.S.: New York
The Puerto Rican in Hartford
The Puerto Rican Family
Prejudice and the Puerto Rican
The Educational System in Puerto Rico
Puerto Rican Spanish
Puerto Rican English
Prominent Puerto Ricans
Puerto Rican Culture and Mores
The Puerto Rican and The Arts
EXIT

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MODULAR SEQUENCE: PUERTO RICAN PUPILS IN MAINLAND SCHOOLS

I. RATIONALE: In recent years an effort has been made to develop viable educational programs for teachers that focus on individual needs and specified competencies to be attained. This trend grew out of a need for evaluating and improving teaching skills, rather than judging a teacher's competence solely in terms of accumulated credits, courses, grades and degrees.

II. OBJECTIVE: The comprehensive objective of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms.

III. PREREQUISITES: None.

IV. ORGANIZATION: The sequence is divided into the following major areas of consideration:

1. The Puerto Rican in Puerto Rico
2. Migration Patterns of the Puerto Rican
3. Living Conditions in the U.S.: New York
4. The Puerto Rican in Hartford
5. The Puerto Rican Family
6. Prejudice and the Puerto Rican
7. The Educational System in Puerto Rico
8. Puerto Rican Spanish
9. Puerto Rican English
10. Prominent Puerto Ricans
11. Puerto Rican Culture and Mores
12. The Puerto Rican and The Arts

V. PROCEDURE: The participant will be able to arrive at a practical understanding of the major concepts of Puerto Rican culture through specified readings, options to develop his/her own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-reference materials.

VI. ASSESSMENT: Competency will be assessed through successful completion of the learning activities and post-assessments of each module.

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VII. MANAGEMENT:

1. Instructor's Procedure: It is recommended that the Instructor schedule an initial seminar to explain the overall format for proceeding through the modular sequence. While the sequence is designed to be completed in a fifteen-week period equivalent to a traditional semester, the length of time each module requires for completion varies according to the learner's needs.

2. Activities: Although some learning activities satisfy the requirements of more than one objective, the checklists contain specific resources for enumerated objectives and corresponding items on each Post-Assessment.

3. Resources: Copies of a set of readings designed specifically for this sequence is included in the respective modules. Copies of other recommended readings have not been included because of copyright restrictions. It is suggested that sufficient copies of all such recommended resource materials be secured prior to students' beginning the sequence.

4. Remediation: Activities for remediation should be agreed upon by the Instructor and student in concert. While the Instructor may wish to suggest alternatives not included in the sequence, learning activities not originally selected by the student may be used for remediation.

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